NEW JERSEY DEPARTMENT OF EDUCATION

OFFICE OF TITLE I

2015-2016 TITLE I SCHOOLWIDE PLAN*

*This plan is only for Title I schoolwide programs that are **_not_** identified as a Priority or Focus Schools.

SCHOOLWIDE SUMMARY INFORMATION - *ESEA*§1114

DISTRICT INFORMATION	SCHOOL INFORMATION
District: ASBURY PARK	School: Barack Obama Elementary School
Chief School Administrator: DR. L. REPOLLET	Address: 1300 Bangs Avenue, Asbury Park, NJ 07712
Chief School Administrator's E-mail: repolletl@asburypark.k12.nj.us	Grade Level: K to Grade 5
Title I Contact: John Bernyk	Principal: Kathy Baumgardner
Title I Contact E-mail:bernykj@asburypark.k12.nj.us	Principal's E-mail:baumgardnerk@asburypark.k12.nj.us
Title I Contact Phone Number: 732-776-2606	Principal's Phone Number: 732-776-2545

Principal's Certification

The following certification must be made by the principal of the school. Please Note: A signed Principal's Certification must be scanned and included as part of the submission of the Schoolwide Plan.

x I certify that I have been included in consultations related to the priority needs of my school and participated in the completion of the Schoolwide Plan. As an active member of the planning committee, I provided input for the school's Comprehensive Needs Assessment and the selection of priority problems.   I concur with the information presented herein, including the identification of programs and activities that are funded by Title I, Part A.

___Kathy Baumgardner_____   _____   _____

Principal's Name (Print)   **Principal's Signature**   **Date**

SCHOOLWIDE SUMMARY INFORMATION - *ESEA*§1114

Critical Overview Elements

- The School held <u>10 </u>(number) of stakeholder engagement meetings.

- State/local funds to support the school were $ <u>4,841,475</u>, which comprised <u>96.91</u>% of the school's budget in 2014-2015.

- State/local funds to support the school will be $<u>4,900,445</u>, which will comprise <u>96.93</u>% of the school's budget in 2015-2016.

- Title I funded programs/interventions/strategies/activities in 2015-2016 include the following:

Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item (s)	Approximate Cost
Scholastic	#1			
Differentiated Instruction	#1 & #2			
Successmaker/ Imagine Learning	#1 & #2			
Reading Tutor/ specialist Pull out	#1			
300 hours Extended Learning- Young Scholars Academy	#1 ,2,3 & 4	USDOE WWC Out of School Time		
Professional Development – Response to Intervention Classroom Technology integration	#1,2,3			
EnVisions Math	#2			
Treasures	#1			

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA* §1114(b)(2)(B)(ii)

ESEA §1114(b)(2)(B)(ii): *"The comprehensive plan shall be . . . - developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school;"*

Stakeholder/Schoolwide Committee

Select committee members to develop the Schoolwide Plan.

Note: For purposes of continuity, some representatives from this Comprehensive Needs Assessment stakeholder committee should be included in the stakeholder/schoolwide planning committee. Identify the stakeholders who participated in the Comprehensive Needs Assessment and/or development of the plan. Signatures should be kept on file in the school office. Print a copy of this page to obtain signatures. **Please Note**: A scanned copy of the Stakeholder Engagement form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

Add lines as necessary.

Name	Stakeholder Group	Participated in Comprehensive Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Kathy A. Baumgardner	Administrator	X			
Gavin McGrath	Administrator	X			
Nancy Estrada	School Staff- Instructional coach				
Angela Thomas	School Staff – Reading specialist	X			
Geoff Hastings	Business Administrator				
John Bernyk	Grants Coordinator				
Danielle Venezia Majorie Patnaude Karma Williams Davis Amanda Napolitani Marci Ferber Kevin Williams Mary Mallory Christopher Fletcher	School Leadership Committee members	X	X		

Stakeholder/Schoolwide Committee Meetings

Purpose:
The Stakeholder/Schoolwide Committee organizes and oversees the Comprehensive Needs Assessment process; leads the development of the schoolwide plan; and conducts or oversees the program's annual evaluation.

Stakeholder/Schoolwide Committee meetings should be held at least quarterly throughout the school year. List below the dates of the meetings during which the Stakeholder/Schoolwide Committee discussed the Comprehensive Needs Assessment, Schoolwide Plan development, and the Program Evaluation. Agenda and minutes of these meetings must be kept on file in the school and, upon request, provided to the NJDOE.

Date	Location	Topic	Agenda on File		Minutes on File	
			Yes	No	Yes	No
10-3-2014	Barack Obama Elementary School	Revisions to update 2014 -15 plan Barack Obama Elementary School	Yes		Yes	
10-10-2014	Barack Obama Elementary School	Revisions to update and reflect Barack Obama Elementary School	Yes		Yes	
9-12-14, 10-8-14, 12-8-15, 1-9-15, 2-10-15,4-23-15	Barack Obama Elementary School	Comprehensive Needs Assessment	Yes		Yes	
		Schoolwide Plan Development				
		Program Evaluation				

Add rows as necessary.

School's Mission

A collective vision that reflects the intents and purposes of schoolwide programs will capture the school's response to some or all of these important questions:

- What is our intended purpose?
- What are our expectations for students?
- What are the responsibilities of the adults who work in the school?
- How important are collaborations and partnerships?
- How are we committed to continuous improvement?

What is the school's mission statement?	The mission of the Barack. H. Obama Elementary School is to provide a safe and productive learning environment. Our emphasis will be on developing the whole child. To accomplish this, we will work diligently using research-based instructional methods and curriculum to increase student learning and achievement, while meeting every individual's needs socially, emotionally, and academically. We look forward to working together with parents to strengthen the lines of communication between home, school and the community. The culmination of our efforts is to instill in our students a life-long love of learning in an ever changing world.

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of 2014-2015 Schoolwide Program *
(For schools approved to operate a schoolwide program in 2014-2015, or earlier)

1. Did the school implement the program as planned?

   The 2013-2014 school wide plan was implemented despite the obstacle of transitional leadership within in the school district. Questions pertaining to the 2014/2015 school year will reflect information based upon the reopening of the Barack Obama Elementary school.

2. What were the strengths of the implementation process? **Barack Obama Elementary School placed an emphasis on data analysis during the implementation process to support instructional decision making. The data provided administration with a clear instructional focus and led to several school wide initiatives.**

3. What implementation challenges and barriers did the school encounter?

   clear curriculum initiatives and alignment to the Model curriculum were not implemented until November, 2014 as a result of inconsistent leadership
   (Interim Superintendent, Interim Director of Curriculum from 9/2014- 11-2014

4. What were the apparent strengths and weaknesses of each step during the program(s) implementation? **See question #2 and #3**

5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs?

   A School wide data committee was formed to determine the specific needs of the student population. Results were turn keyed to

staff and an emphasis was placed on the components of the various programs that would address the skill deficits.

Extensive professional development was devoted to the programs' alignment with the Common Core Standards and the upcoming 2014- 2015 PARCC assessment.

6. What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions?

   Staff perceptions are positive, and this information is gathered through grade level meetings, pre and post observation conferences and informal evaluations. Staff feedback was also measured through the New Jersey Department of Education School Climate and Culture Survey.

7. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions?

   Parent participation for various school based events indicates that there is support from the community. Sign in sheets were a measurement tool to gauge parent involvement.

8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)? **N/A**

9. How did the school structure the interventions?

10. **Interventions were embedded in the Language Arts Literacy and Mathematics program through small group differentiated instruction. School wide data indicated a need for content area expertise. Departmentalization was implemented in select**

classrooms in grades 3-5. In addition, pullout tutoring was provided for targeted tier 2 students by the Reading specialist and

tutor.

Interventions were based on data analysis and individual student needs. The following interventions were implemented:
      Intervention: Reading Tutor
      Intervention: Reading Specialist
      Intervention: Grade level homogeneous grouping for Language Arts literacy (piloted grade 2)
      Intervention: Success maker technology
      Intervention: Scholastic Guided reading leveled text
        Intervention: Out of School Time (OST) program created to address root causes and improve student achievement

11. How frequently did students receive instructional interventions?

Instructional interventions have been embedded daily in the current Language Arts Literacy and Mathematics programs for tier 2 students throughout the school year. Success Maker and Imagine Learning technology were used daily to provide individualized instruction of student skill deficits. Pullout small group instruction with building instructional team.

12. What technologies did the school use to support the program?

The students used computers and laptop carts to support Successmaker, Imagine Learning (ELL), Treasures Connect Ed, and EnVisions Digital Path. The instructional team also created A WALK IN THE PARCC to infuse additional technology enhanced resources to address PARCC test taking strategies. Each classroom has access to multiple computers and the Barack Obama Elementary school has 2 computer labs.

13. Did the technology contribute to the success of the program and, if so, how?

Technology provided differentiation and student engagement on a limited basis. Success maker and Imagine Learning

provided an additional intervention tool to measure student growth.

14.

Provide a separate response for each question.

Evaluation of 2014-2015 Student Performance

State Assessments-Partially Proficient

Provide the number of students at each grade level listed below who scored partially proficient on state assessments for two years or more in English Language Arts and Mathematics, and the interventions the students received.

English Language Arts	2013-2014	2014-2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention).
Grade 4	NJASK Spring 2014 57 students (69% Partially Proficient)	pending	Treasure's Balanced Literacy Program, Scholastic Guided Reading, Writer's Workshop, Differentiation/Small Group Instruction, Successmaker, Pull out Tutoring, Child Study Team, Imagine Learning-ELL, IR & S, Young Scholars Academy extended learning After school Program.	Spring 2014 growth indicator from the NJDOE state assessment indicated a gain of 9.8 % of proficient students. However, the interventions did not result in proficiency of all students. The results were impeded by the transition and district reorganization of the Elementary Schools which compromised professional development training and implementation of programs in a timely manner. In addition, limited funding was available to fully implement extended learning program (Young Scholars)
Grade 5	pending		N/A	
Grade 6			N/A	
Grade 7			N/A	
Grade 8			N/A	
Grade 11			N/A	
Grade 12			N/A	

Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention).

Grade 4	NJASK Spring 2014 44 students (58% partially proficient		enVisions, Differentiation/Small Group Instruction, Successmaker, Child Study Team, Intervention & Referral Services, Young Scholars extended learning program After school Program Link it technology enhanced assessments for PARCC mock assessment and additional student performance data.	Spring 2014 student growth from the NJDOE state assessment indicated a 16% gain in student achievement in Math. However the results did not result in proficiency of all students. The results were impeded by the transition and district reorganization of the Elementary Schools which compromised professional development training and implementation of programs in a timely manner. In addition, limited funding was available to fully implement extended learning program (Young Scholars)
Grade 5		N/A		
Grade 6				
Grade 7				
Grade 8				
Grade 11				
Grade 12				

Evaluation of 2014-2015 Student Performance
Non-Tested Grades – Alternative Assessments (Below Level)

Provide the number of students at each non-tested grade level listed below who performed below level on a standardized and/or developmentally appropriate assessment, and the interventions the students received.

English Language Arts	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention).
Pre-Kindergarten	# not available	N/A	N/A	N/A
Kindergarten	N/A	N/A	N/A	N/A
Grade 1	Spring 2014 NJPASS 49% below proficient	pending	Treasures Reading Program, Scholastic Reading, Master Teachers/Coaches Success Maker, Pullout Tutoring Small Group/Individual Instruction IR & S Team, Imagine Learning ELL Only	Success Maker technology indicated a .34 grade level gain (3 months). However, this intervention did not result in proficiency.

	47 students		Success Maker technology S.M.A.R.T goal- 70% of grade 1 students at Bradley Elementary School will reach the year end benchmark of 1.7 by achieving a monthly gain of .10 in Sucessmaker Reading /LAL indicated by 2 additional 20 minute sessions per week(4-5 sessions total) from the period November 2013- June 2014	
Grade 2	Spring 2014 NJPASS 55% below proficient 52 students	pending	Treasures Reading Program, Scholastic Reading, Master Teachers/Coaches Success Maker, Pullout Tutoring Small Group/Individual Instruction IR & S Team, 2nd grade homogeneous grouping Success Maker technology S.M.A.R.T goal- 70% of grade 2 students at Bradley Elementary School will reach the year end benchmark of 1.7 by achieving a monthly gain of .10 in Sucessmaker Reading /LAL indicated by 2 additional 20 minute sessions per week(4-5 sessions total) from the period November 2013- June 2014	Successmaker Technology indicated grade level gains (average) of .34 (3 months) however this intervention did not result in proficiency of all students

			N/A	
Grade 9	N/A			
Grade 10	N/A		N/A	

Mathematics	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions provided *did* or *did not* result in proficiency (Be specific for each intervention).
Pre-Kindergarten	N/A	N/A	N/A	N/A
Kindergarten	N/A	N/A	N/A	N/A
Grade 1	Spring 2014 NJPASS 28% below proficient 29 students		Success Maker computer program. EnVisions Math, IR & S, Differentiated Instruction/Small Group Master Teacher/Coaches	Success Maker data indicated an overall gain of .36 from September to May (3 month equivalent)
Grade 2	Spring 2014 NJPASS 41% below proficient 56 students		Success Maker computer program. EnVisions Math, IR & S, Differentiated Instruction/Small Group Master Teacher/Coaches	TBA EnVisions End of Year Assessment Successmaker data indicated an overall gain of .44 from September to May (4 month equivalent)
Grade 9		N/A	N/A	
Grade 10		N/A	N/A	

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Interventions to Increase Student Achievement – **Implemented in 2014-2015**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Differentiation of Reading Instruction, Treasures Reading Program, Scholastic Guided Reading Program, Successmaker ,small group pullout tutoring, Writer's Workshop, Writing Benchmarks	Language Arts literacy	No	SGO diagnostic assessment
Math	Students with Disabilities	Differentiation of Reading Instruction, Treasures Reading Program, Scholastic Guided Reading Program, Successmaker ,small group pullout tutoring, Writer's Workshop, Writing Benchmarks	Language Arts literacy	No	SGO diagnostic assessment
ELA	Homeless	N/A			
Math	Homeless				
ELA	Migrant	N/A			

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
Math	Migrant	N/A			
ELA	ELLs	N/A			
Math	ELLs	N/A			
		N/A			
ELA	Economically Disadvantaged	N/A			
Math	Economically Disadvantaged	N/A			
		N/A			
ELA		N/A			
Math		N/A			

Extended Day/Year Interventions – **Implemented in 2014-2015 to Address Academic Deficiencies**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Homework Lab	N/A	N/A	
Math	Students with Disabilities	Homework Lab	N/A		
ELA	Homeless		N/A		

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
Math	Homeless	N/A			
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	N/A			
Math	ELLs	N/A			
ELA	Economically Disadvantaged	See above			
Math	Economically Disadvantaged				
ELA					
Math					

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Professional Development – **Implemented in 2014-2015**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Common Planning to provide additional teacher training and support in all subject areas Desegregating data-assessment spreadsheets	All subject areas, all teachers	TBD My Learning Plan teacher evaluations Walk-throughs to review strategies introduced	Formal and Informal observations and walkthroughs 100% teacher participation and implementation of Excel spreadsheet analysis
Math	Students with Disabilities	SEE ABOVE			
ELA	Homeless	SEE ABOVE			
Math	Homeless	SEE ABOVE			
ELA	Migrant	SEE ABOVE			
Math	Migrant	SEE ABOVE			
ELA	ELLs	SEE ABOVE			
Math	ELLs	SEE ABOVE			
ELA	Economically Disadvantaged	SEE ABOVE			
Math	Economically Disadvantaged	SEE ABOVE			

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA		SEE ABOVE			
Math		SEE ABOVE			

Family and Community Engagement **Implemented in 2014-2015**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	School Wide Assemblies and Special Programs, Back to School Night, PTO, Parent Teacher Conferences, School PTO Parent News Letter-The Bradley Beat Communications	Yes	Sign-In Sheets	Attendance of Parents/Guardians
Math	Students with Disabilities	SEE ABOVE			
ELA	Homeless	SEE ABOVE			
Math	Homeless	SEE ABOVE			
ELA	Migrant	SEE ABOVE			

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
Math	Migrant	SEE ABOVE			
ELA	ELLs	SEE ABOVE			
Math	ELLs	SEE ABOVE			
ELA	Economically Disadvantaged	SEE ABOVE			
Math	Economically Disadvantaged	SEE ABOVE			
ELA		SEE ABOVE			
Math		SEE ABOVE			

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Principal's Certification

The following certification must be completed by the principal of the school. Please Note: Signatures must be kept on file at the school. A scanned copy of the Evaluation form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

❑ I certify that the school's stakeholder/schoolwide committee conducted and completed the required Title I schoolwide evaluation as required for the completion of this Title I Schoolwide Plan. Per this evaluation, I concur with the information herein, including the identification of all programs and activities that were funded by Title I, Part A.

_____   _____   _____

Principal's Name (Print)   **Principal's Signature**   **Date**

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

2015-2016 Comprehensive Needs Assessment Process
Data Collection and Analysis

Multiple Measures Analyzed by the School in the Comprehensive Needs Assessment Process for 2015-2016

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement – Reading	NJASK Scores, Benchmark Assessment, SuccessMaker,	**Analysis:** Students scored below the state and district average in Language arts literacy on the NJASK **69% of students are below proficiency in Language Arts Literacy on the Spring 2014 NJASK** **2015 PARCC results pending**
Academic Achievement - Writing	TBD	
Academic Achievement - Mathematics	NJASK Scores, EnVisions Topic Assessments and Benchmark Assessments SuccessMaker,	**Analysis:** Students scored below the state and district average in mathematics on the NJASK. **58% of students are below proficiency in Mathematics on the Spring 2014 NJASK.** 2015 PARCC results pending
Family and Community Engagement	Pre-K & Kindergarten Orientation Attendance, Back to School Night Attendance, Intervention and Referral Services Meeting Attendance, Parent Teacher Conference	Open door policy for parents to visit with administration and teachers to ensure continuous communication and an opportunity for parents to become involved in their child's success. Parents sign in sheets provide evidence of parent participation **Analysis:** **Sign in sheets indicate average 26% parent participation rate**

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
	Attendance, Monthly School newsletter, Student Achievement Recognition Celebration. Pajama Story time night (Literacy), Family ELA & Math Night	
Professional Development	Sign in sheets, agendas, feedback from My Learning Plan Surveys, 20 Hours of PD, Teachscape Reflect-practice application scores	My Learning plan surveys indicate 100% staff participation in staff development
Leadership	N/A	
School Climate and Culture	School climate and culture survey	New Jersey Department of Education climate and culture survey indicated 72.7% (average of the 6 domains) of school staff agree or strongly agree that the school climate is good.
School-Based Youth Services	N/A	
Students with Disabilities	SEE ABOVE	
Homeless Students	SEE ABOVE	
Migrant Students	SEE ABOVE	
English Language Learners	SEE ABOVE	
Economically Disadvantaged	SEE ABOVE	

2015-2016 Comprehensive Needs Assessment Process*

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

Narrative

1. What process did the school use to conduct its Comprehensive Needs Assessment?

The administration and instructional staff at Barack Obama Elementary School held ongoing discussions regarding building needs during weekly Common Planning time. In addition, The School Leadership Team(SLT), which consisted of teacher representatives from each grade level K – 4, met monthly to address school wide areas in need of improvement. The Elementary instructional team comprised of building administration, Instructional Coach, Special Education Coach, Reading Specialist and building reading tutor became an integral part of the priority needs assessment process. As a result of data analysis and this collaboration, several initiatives were piloted at Barack Obama Elementary School to determine possible expansion in the upcoming school year.

The following key interventions were conducted during the 2014-15 school year as an indicator of success for the 2015-16 school year pending analysis of outcomes (if expanded):

- **Redesign of Excel spreadsheet document to merge multiple assessments (LAL and Math) for efficient desegregation.**
- **Development of data binder checklist which included guided reading research articles, and small group intervention forms-progress monitoring logs**
- **Grade level departmentalization Language Arts Literacy , Math and Social Studies/ Science with select classrooms in grades 3-5 and use of comparative data during the 2014-2015 school year.**
- **Development of Intervention and Referral Services (I&RS) targeted students' progress monitoring form focusing on Response to Intervention tiers and student growth objectives.**
- **Redesign of Reading pull out support and place emphasis on RtI tier 2 students in grades 1 and 2**
- **Creation of A WALK IN THE P.A.R.C.C. to embed daily technology enhanced instruction**

- **Creation of individual student test preparation resource folders aligned with the Common Core Standards and research based best practices.**

- **Extended learning (Out of School time) to address skill deficits (targeted 3rd and 4th grade students)**

2. What process did the school use to collect and compile data for student subgroups?

Standardized data was collected from NJASK, NJPASS, and Linkit, NWEA and benchmark assessments. School wide data was compiled on Excel spreadsheets and each grade level teacher was responsible to keep an updated Data binder. Data analysis prompted the creation of guided reading group targeted intervention plans, for small group instruction. Results were analyzed from running records, Successmaker, Unit Benchmarks and was reviewed by school based data team, and School Leadership Council (SLC). Groups of students from the school were identified and their individual needs were discussed at various staff meetings, grade level meetings, and building weekly meetings. Intervention plans were then put in place. Information from Intervention and Referral Students (I&RS) and the Child Study Team (CST) were also included. All stake holders including building administration, Reading Specialist, Instructional coach and classroom teachers receives a copy of the data to review for placement of student subgroups.

3. How does the school ensure that the data used in the Comprehensive Needs Assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)? **The primary assessment data were the Link it quarterly assessments throughout the school year. Additional multiple measures of assessments utilizing spreadsheets, report cards, and informal observations are compared to ensure it is aligned with student's ability.**

4. What did the data analysis reveal regarding classroom instruction?

Data analysis revealed a need for Extensive Professional Development in the following areas:

- **Modeling of research based instructional strategies to support student achievement.**

- **Effective data desegregation and analysis to drive student achievement**

- **Technology based lessons to provide alternative methods to engage and challenge multiple learners.**

- **Continual Response to Intervention (RtI) implementation to support at-risk students and address specific skill deficits through intervention.**

- **Implementation measurable outcomes must be closely monitored through regular classroom observations and focused walk through.**

5. What did the data analysis reveal regarding professional development implemented in the previous year(s)?

Professional Development took place as a combination of job-embedded and out of district learning opportunities. The workshops provided teachers, Master Teachers, Coaches, and administration with in classroom strategies through differentiation of instruction, meeting different learning styles, and program support for all student populations. Student growth did not meet the state growth indicator which signifies a need for increased professional development.

6. How does the school identify educationally at-risk students in a timely manner?

At-risk students are identified utilizing a variety of methods throughout the year. Previous year assessments and benchmarks, including NJASK and NJPASS scores are provided to instructional staff at the first Common Planning of the school year. Additionally, beginning of the year assessments are administered and instructional staff determines Response to Intervention tiered placement. Newly enrolled students are assessed and a placement is determined for differentiated instruction or tutoring services.

Data analysis of student assessment review is conducted during Common Planning Times, grade level and faculty meetings to evaluate the progress of each student.

Instructional staff must submit intervention and referral progress monitoring form for evaluation of the I &RS team, which mandates parent participation

7. How does the school provide effective interventions to educationally at-risk students?

All student learners are placed in appropriate leveled groups for LAL and Math curriculum programs, Treasures and enVisions. Data analysis of multiple measures continually indicates that the majority (> 50%) of students at Barack Obama Elementary school are underperforming and therefore, educationally at risk, building wide initiatives have been implemented to improve student achievement. **SEE # 1

In order to meet the needs of at-risk students, teachers differentiate instruction by leveling students in small groups based on student data, students' work with a reading tutor, and/or the Reading Specialist, all students are given ample time to use the program Success Marker/Imagine Learning-ELL. There are also after school activities such as Young Scholars, to help the at-risk student with reading, writing, and math.

8. How does the school address the needs of migrant students? N/A

9. How does the school address the needs of homeless students?

The registration secretary identifies homeless students and submits an application for transportation to the District Homeless Liaison. Guidance counselor is available to provide support and related **services to the students and their families.**

10. How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program?

The district elementary instructional team currently includes a K-5 instructional coach, reading specialist and reading tutor. This team provides data analysis, modeling and professional development building wide that aligns with the Common Core Content standards. (CCSS).

Teacher feedback during Common Planning time with administration provides an opportunity to compare and review data. Teachers analyze student outcomes and determine what needs to be retaught, identify student deficiencies, and integrate strategies that will target students' needs.

11. How does the school help students transition from preschool to kindergarten, elementary to middle school, and/or middle to high

school?

Preschool to Kindergarten

In the Spring (May/June), the preschool students from the satellite buildings visit the Elementary School building and become familiar with the environment. The school also provides a Parent orientation for Kindergarten parents to disseminate information on curriculum, scheduling and other pertinent information.

Elementary to Middle School

12. How did the school select the priority problems and root causes for the 2015-2016 schoolwide plan?

School wide data analysis was the basis for selection of priority problems at Barack Obama Elementary School. The priority issues are; increasing student achievement in Language Arts Literacy and Mathematics, provided a Research based extended day program and promote parental involvement

*Provide a separate response for each question.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

2015-2016 Comprehensive Needs Assessment Process
Description of Priority Problems and Interventions to Address Them

Based upon the school's needs assessment, select at least three (3) priority problems that will be addressed in this plan. Complete the information below for each priority problem.

	#1	#2
Name of priority problem	Closing the Achievement Gap for all Learners in Language Arts Literacy	Closing the Achievement Gap for all Learners in Mathematics
Describe the priority problem using at least two data sources	**Analysis** Running Records and NJASK data indicate that **78% of our students are below proficiency in LAL on the NJASK.** . Further data analysis revealed a significant writing deficiency as indicated indicating that less than 10 % of grade 3 and grade 4 students achieved proficiency in the writing component of the Spring 2013 NJASK.	**Analysis** enVisions Beginning of the Year Assessment and NJASK Spring 2013 indicated 72%o of all students at Bradley Elementary School are partially proficient on the NJASK
Describe the root causes of the problem	The **root cause** of the lack of achievement can be attributed to: • Consistent curriculum leadership providing a cohesive curriculum that is aligned with the Common Core Standards. • Additional staff training professional development of effective instructional strategies and using data to inform instructional decision making • Lack of extended learning time to address skill deficits for all learners.	The **root cause** of the lack of achievement can be attributed to: • Lack of foundational skills limiting student's ability to transfer mathematical skills from one year to the next. • Math program changes with inadequate professional development. • Reading deficiencies can effect math problem solving skills • Students' independent reading levels falling below grade level, which results in content area deficiencies due to comprehension.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

Subgroups or populations addressed	All Learners	All Learners
Related content area missed (i.e., ELA, Mathematics)	The priority problem affects all other content areas.	. The priority problem affects all other content areas.
Name of scientifically research based intervention to address priority problems	USDOE WWC practice guide Using Student achievement data to support instructional decision making • Building administration setting clear expectations for instructional staff and increasing accountability • Request budget for additional reading tutors - currently there is one (1) • **Multi grade level homogeneous grouping/ compartmentalized subject areas for** Language Arts Literacy (Piloted with grade 2 (2013-14) and use comparative data to support instructional decisions during the 2014-2015 school year. • **PARCC mock assessment** derived from school wide student data	USDOE WWC practice guide Using Student achievement data to support instructional decision • Building administration setting clear expectations for instructional staff and increasing accountability • Additional envisions professional development focused on modeling of differentiation and strategies to help struggling students • **Multi grade level homogeneous grouping/ compartmentalized subject areas for** Mathematics and use comparative data to support instructional decisions during the 2014-2015 school year. • **PARCC mock assessment** derived from student data .
How does the intervention align with the Common Core State Standards?	All strategies are directed toward achievement and improving students understanding of the Common Core Content standards through professional	All strategies are directed toward achievement and improving students understanding of the Common Core Content standards through professional

	development, teachers are required to implement the interventions needed to ensure alignment.	development, teachers are required to implement the interventions needed to ensure alignment.

2015-2016 Comprehensive Needs Assessment Process
Description of Priority Problems and Interventions to Address Them (continued)

	#3	#4
Name of priority problem	Extended learning day/ Character education	Parent Involvement
Describe the priority problem using at least two data sources	**Analysis** Currently, >50% of students gradesK-5 entering the 2015-2016 school year are (1) or more years below grade level at Bradley and Thurgood Marshall and Barack Obama Elementary Schools. (N.J. ASK Link IT assessment, Success Maker, Imagine Learning data)	**Analysis** Parents overwhelmingly participated in activities that featured their children performing, back to school night and academic fun family nights (Pajama Story Time, Math Fair, etc.) , however, parents showed limited interest in programs that addressed academic progress, behavioral issues, academic interventions and public policy meetings. This data is substantiated by the sign in sheets disaggregated into the following categories: **Student centered (non- academic)** Events Black History Assembly and Play, PJ story time **Student centered (academic)**
Describe the root causes of the problem	This achievement gap cannot be adequately addressed by current afterschool and summer school programs (Homework lab, Art club) due to their lack of curriculum and limited hours. With an increasing focus on school accountability and student performance, a viable solution is an extended school day and year that is clearly aligned with the Common core standards.	The **root cause** of the lack of involvement can be attributed to: • Parents do not feel comfortable with actively participating in the academic achievement of their children. • Teachers, administration, parent and student ability to improve communication and relationships.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

Subgroups or populations addressed	All Learners	All learners
Related content area missed (i.e., ELA, Mathematics)	All content areas are affected by this priority problem	All content areas are affected by this priority problem
Name of scientifically research based intervention to address priority problems	U.S. Department of Education What Works Clearinghouse (**WWC**) suggests the following recommendations for an effective Out of School time (OST) program: Young Scholars' Academy (afterschool and summer enrichment) will utilize American Reading Company Research Labs, which is aligned with the Common Core Standards. The foundation of the curriculum is project-based learning to stimulate, challenge, and empower students to become experts in their chosen topic within a shared unit of study. They are designed with a multi-disciplinary approach that combines reading, writing, and discussion, culminating in a Final Project: a student-authored and illustrated book. A similar program will be identified for Mathematics	Works Works Clearinghouse (WWC) Demonstrating The Effect Of Parent Involvement on student achievement research study Interventions: • Activate Parent Teacher Organization • Parent Dinner/Literacy and Math Night • Include parent representation on the School Improvement Panel
How does the intervention align with the Common Core State Standards?	All strategies are directed toward achievement and improving students understanding of Common Core Standards. Through professional development, teachers are required to implement the interventions needed to ensure alignment.	All strategies are directed toward achievement and improving students understanding of Common Core Standards. Through professional development, teachers are required to implement the interventions needed to ensure alignment.

ESEA §1114(b) Components of a Schoolwide Program: A schoolwide program shall include . . . schoolwide reform strategies that . . . "

2015-2016 Interventions to Address Student Achievement

				ESEA §1114(b)(I)(B) strengthen the core academic program in the school;	
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	NJEA Priority Schools Initiative		Benchmark Assessments PARCC Scores Running Records Focused Walkthroughs Formal Observations Teacher attendance Pre-Post Teacher Assessments	. USDOE WWC practice guide Using Student achievement data to support instructional decision making USDOE WWC practice guide Teaching Academic Content and Literacy to English Learners in Elementary and Middle School (2014)
Math	Students with Disabilities	NJEA Priority Schools Initiative		Benchmark Assessments PARCC Scores Running Records Focused Walkthroughs Formal Observations Teacher attendance Pre-Post Teacher Assessments	. USDOE WWC practice guide Using Student achievement data to support instructional decision making USDOE WWC practice guide Teaching Academic Content and Literacy to English Learners in Elementary and Middle School (2014)
ELA	Homeless	NJEA Priority Schools Initiative		Benchmark Assessments PARCC Scores	. USDOE WWC practice guide Using Student achievement data to support

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

				ESEA §1114(b)(I)(B) strengthen the core academic program in the school;	
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse)
				Surveys Running Records Focused Walkthroughs Formal Observations Teacher attendance Pre-Post Teacher Assessments	instructional decision making USDOE WWC practice guide Teaching Academic Content and Literacy to English Learners in Elementary and Middle School (2014)
Math	Homeless	NJEA Priority Schools Initiative		Benchmark Assessments Surveys Running Records Focused Walkthroughs Formal Observations Teacher attendance Pre-Post Teacher Assessments	. USDOE WWC practice guide Using Student achievement data to support instructional decision making USDOE WWC practice guide Teaching Academic Content and Literacy to English Learners in Elementary and Middle School (2014)
ELA	Migrant	NJEA Priority Schools Initiative		Benchmark Assessments Surveys Running Records Focused Walkthroughs Formal Observations Teacher attendance Pre-Post Teacher Assessments	. USDOE WWC practice guide Using Student achievement data to support instructional decision making USDOE WWC practice guide Teaching Academic Content and Literacy to English Learners in Elementary and Middle School (2014)

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ESEA §1114(b)(I)(B) <u>*strengthen the core academic program in the school*</u>;					
Math	Migrant	NJEA Priority Schools Initiative		Benchmark Assessments Running Records Focused Walkthroughs Formal Observations Teacher attendance Pre-Post Teacher Assessments	. USDOE WWC practice guide Using Student achievement data to support instructional decision making USDOE WWC practice guide Teaching Academic Content and Literacy to English Learners in Elementary and Middle School (2014)
ELA	ELLs	NJEA Priority Schools Initiative		Benchmark Assessments NJASK Scores Running Records Focused Walkthroughs Formal Observations Teacher attendance Pre-Post Teacher Assessments	. USDOE WWC practice guide Using Student achievement data to support instructional decision making USDOE WWC practice guide Teaching Academic Content and Literacy to English Learners in Elementary and Middle School (2014)
Math	ELLs	NJEA Priority Schools Initiative			
ELA	Economically				

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b)(I)(B) strengthen the core academic program in the school;					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse)
	Disadvantaged				
Math	Economically Disadvantaged				
ELA					
Math					

*Use an asterisk to denote new programs.

2015-2016 Extended Learning Time and Extended Day/Year Interventions to Address Student Achievement

ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an *extended school year and before- and after-school and summer programs and opportunities*, and help provide an enriched and accelerated curriculum;					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Young Scholars Academy Extended School Year Summer enrichment	Administration teachers and program support staff	Benchmark Assessments Successmaker benchmarks and attendance percentages	USDOE WWC practice guide structured out of school time(2009) USDOE WWC practice guide Teaching Academic Content and Literacy to English Learners in Elementary and Middle School (2014)
Math	Students with Disabilities	See above			

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an <u>extended school year and before- and after-school and summer programs and opportunities</u>, and help provide an enriched and accelerated curriculum;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Homeless	See above			
Math	Homeless	See above			
ELA	Migrant	See above			
Math	Migrant	See above			
ELA	ELLs	See above			
Math	ELLs	See above			
ELA	Economically Disadvantaged	See above			
Math	Economically Disadvantaged	See above			
ELA		See above			
Math		See above			

*Use an asterisk to denote new programs.

2015-2016 Professional Development to Address Student Achievement and Priority Problems

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and <u>ongoing professional development</u> for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Professional Learning Communities	Administration and teachers Priority schools NJEA	Increase in student achievement in our targeted areas	
Math	Students with Disabilities	See above			
ELA	Homeless	See above			
Math	Homeless	See above			
ELA	Migrant	See above			
Math	Migrant	See above			
ELA	ELLs	See above			
Math	ELLs	See above			
ELA	Economically Disadvantaged	See above			
Math	Economically Disadvantaged				
ELA					
Math					

Use an asterisk to denote new programs.

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic

standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of Schoolwide Program*
(For schools approved to operate a schoolwide program beginning in the 2015-2016 school year)

All Title I schoolwide programs must conduct an annual evaluation to determine if the strategies in the schoolwide plan are achieving the planned outcomes and contributing to student achievement. Schools must evaluate the implementation of their schoolwide program and the outcomes of their schoolwide program.

1. Who will be responsible for evaluating the schoolwide program for 2015-2016? Will the review be conducted internally (by school staff), or externally? How frequently will evaluation take place?

    The plan will be reviewed internally by the stakeholders of the district and the Barack Obama Elementary school. This will include central office and building administration, and the School Improvement Panel committee.

2. What barriers or challenges does the school anticipate during the implementation process?

    The primary challenge in implementing the schoolwide reform strategies is the lack of adequate funding. This ongoing deficit creates a lack of fidelity and full implementation, which impedes the desired outcomes. In addition, providing adequate time to to review the plan, complete staff evaluations, summative reports and review necessary documentation.

3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)?

    - **Through clear consistent communication through PLC, common planning, faculty meetings , and pre/post observations**

4. What measurement tool(s) will the school use to gauge the perceptions of the staff?

    - **Through surveys, discussions during meetings/CPT/staff/grade level, etc. , and teacher observations**.

5. What measurement tool(s) will the school use to gauge the perceptions of the community?

    - **Parent/community survey will be distributed to gauge their perceptions**

6. How will the school structure interventions?

The school will structure interventions through reviewing of the data, teacher feedback, IR & S, CST feedback, and all necessary interventions will be in place including tutoring, after School Young Scholars, and differentiated instruction across the curriculum.

7. How frequently will students receive instructional interventions?

   Within the classroom setting, instructional interventions will take place every day and pullout 1 to 3 times per week.

8. What resources/ technologies will the school use to support the schoolwide program?

   Successmaker, envisions, and Imagine Learning

9. What quantitative data will the school use to measure the effectiveness of each intervention provided?

   PARCC standardized assessment, SGO assessments, Running Records Math and LAL Benchmarks, Successmaker, Imagine Learning and authentic teacher assessments will allow the school to measure the effectiveness of the programs through student growth.

10. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups?

    Through data reports, grade level meetings, Board of Education Presentations, the monthly parent newsletter, and faculty meetings the results of the data will be shared with all of the stakeholders.

Provide a separate response for each question.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

Research continues to show that successful schools have significant and sustained levels of family and community engagement. As a result, schoolwide plans must contain strategies to involve families and the community, especially in helping children do well in school. In addition, families and the community must be involved in the planning, implementation, and evaluation of the schoolwide program.

2015-2016 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	**Community Partnerships Drop Drop Everything and Read (DEAR) drop boxes Parent Information Sessions Literacy and Math Night Honor Roll Ceremonies Art Show Winter/Spring Concerts	Administration, School instructional staff	Increased parent involvement in student academic growth measures by surveys/sign-ins	N/A
Math	Students with Disabilities	See above			
ELA	Homeless	See above			
Math	Homeless	See above			
ELA	Migrant	See above			
Math	Migrant	See above			
ELA	ELLs	See above			
Math	ELLs	See above			
ELA	Economically	See above			

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
	Disadvantaged				
Math	Economically Disadvantaged	See above			
ELA		See above			
Math		See above			

Use an asterisk to denote new programs.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

2015-2016 Family and Community Engagement Narrative

1. How will the school's family and community engagement program help to address the priority problems identified in the comprehensive needs assessment?

Keeping parents and guardians informed is an essential component of the academic growth of students. Providing parent information meetings throughout the year through Back to School Night, Conferences, Board of Education Presentations, NJASK Testing Information Nights and Literacy and Math fairs will be continual to address the priority problems and issues.

Parents and guardians are invited throughout the school year to attend school events such as Literacy and Math nights Award Assemblies, and Monthly Celebrations.

2. How will the school engage parents in the development of the written parent involvement policy?

PTO meetings and parent delegate from PTO to work with administration and staff on the development of the policy

3. How will the school distribute its written parent involvement policy?

The Parent Involvement policy will be available on the District's website.

4. How will the school engage parents in the development of the school-parent compact?

The school parent compact will be available on the school website and distributed and available at all PTO meetings.

5. How will the school ensure that parents receive and review the school-parent compact?

The school parent compact will be available on the school website and distributed and available at all PTO meetings.

6. How will the school report its student achievement data to families and the community?

Individual student NJASK and NJ PASS scores are indicated on student permanent records card. This information is also mailed to all students in grades 3 and 4. In addition the information will be shared at school functions and board of education meetings.

The **information will be shared at school functions and board of education meetings.**

7. How will the school notify families and the community if the district has not met its annual measurable objectives for Title III?

The district informs parents of the annual measurable objectives through the district website parent connection page.

8. How will the school inform families and the community of the school's disaggregated assessment results?

A presentation will be showcased at a Board of Education meeting that highlights disaggregated assessment results.

9. How will the school inform families about the academic achievement of their child/children?

Families will be informed about their child's academics through Parent-Teacher Conferences, Academic award presentations and ongoing teacher parent contact.

10. On what specific strategies will the school use its 2014-2015 parent involvement funds?

Initially, the funds will be used to implement school wide parent events such as the Literacy and Math Night, parent orientation, Young Scholar showcase in an effort to build parent support of school wide student achievement. Additional strategies will be determined in consultation with parent representatives.

Provide a separate response for each question.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA* §(b)(1)(E)

ESEA §1114(b)(1)(E) Strategies to attract high-quality highly qualified teachers to high-need schools.

High poverty, low-performing schools are often staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the *ESEA* requires that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program meet the qualifications required by §1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

Strategies to Attract and Retain Highly-Qualified Staff

	Number & Percent	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A	100%	Establish a positive school culture in additional to providing extensive resources and teacher support.
Teachers who do not meet the qualifications for HQT, consistent with Title II-A		
Instructional Paraprofessionals who meet the qualifications required by *ESEA* (education, passing score on ParaPro test)		
Paraprofessionals providing instructional assistance who do not meet the qualifications required by *ESEA* (education, passing score on ParaPro test)*	100%	

* The district must assign these instructional paraprofessionals to non-instructional duties for 100% of their schedule, reassign them to a school in the district that does not operate a Title I schoolwide program, or terminate their employment with the district.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA* §(b)(1)(E)

Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. The schoolwide plan, therefore, must describe the strategies the school will utilize to attract and retain highly-qualified teachers.

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible
A partnership with local Universities and Colleges could be established to determine if available undergraduate students can participate in a tutoring or mentoring program. The aforementioned cohort could provide highly qualified teacher candidates.	**Superintendent, Human resources. Principal, Vice principal, School Leadership Team**